BTEC Assignment Brief

Qualification	Pearson BTEC Level 3 International Subsidiary Diploma in Business Pearson BTEC Level 3 International Foundation Diploma in Business Pearson BTEC Level 3 International Diploma in Business Pearson BTEC Level 3 International Extended Diploma in Business Pearson BTEC Level 3 International Foundation Diploma in Enterprise and Entrepreneurship Pearson BTEC Level 3 International Diploma in Enterprise and Entrepreneurship Pearson BTEC Level 3 International Extended Diploma in Enterprise and Entrepreneurship
Unit number and title	**Unit 24: Branding**
Learning aim(s)	**B:** Review how branding is used by a selected business **C:** Recommend changes to a brand for an existing product
Assignment title	**Time to change the brand?**
Assessor	
Issue date	
Hand in deadline	

Vocational Scenario or Context	**You are continuing your investigation into the large business chosen for learning aim A.** Your line manager was pleased with your blog post on branding and has asked you to write a follow-up report for the staff magazine.
Task 1	**Independent Research** Before writing the report, you will need to carry out research. Using the same large business, look at the branding of **two** existing contrasting products (goods or services). Focus on **one** of the brands to carry out a brand audit and come up with some ideas for changes to this brand. **The Report** You should begin by investigating how branding is used: ● Give reasons why the business has a brand strategy ● Explain how the branding of **two** of its contrasting products has been designed, giving detailed examples to illustrate this, including tangible/intangible elements, and touchpoints

	Now choose **one** of these products, and report in more depth on its branding. This should include: ● an analysis of the potential impact on the branding activities for this product of: o internal influences o external influences ● an evaluation as to the extent to which the branding of this product currently meets the aim(s) of the business (as given in your blog for learning aim A) The next part of your report should explain the **challenges** to the business of managing the branding of this selected product to maintain its relationship with customers. Investigate the brand by carrying out a formal assessment of the brand, its strengths and weaknesses (a brand audit) with a view to suggesting potential changes. Support your audit by including: ● the existing marketing strategies, materials and communications used ● primary and secondary research data to determine customers' perception of it ● the comparison with competitors' brands for similar products Conclude your report by recommending changes that could be made to this brand by: ● analysing the reasons **why** this brand may need to change ● recommending **how** the brand could be changed to reflect social trends, justifying each of the changes Your report should be detailed on the factors which have to be considered when reviewing and making changes to a brand. Provide evidence to support your conclusions.
Checklist of evidence required	Report Research evidence Brand audit using primary and secondary research

Criteria covered by this task:	
Unit/Criteria reference	To achieve the criteria you must show that you are able to:
28/C.D3	Evaluate the extent to which the branding of a product meets the aim(s) of a selected large business
28/B.D2	Justify suggested changes to an existing brand for a product
28/C.M3	Analyse the reasons why an existing brand for a product may need to change
28/B.M2	Analyse the potential impact of internal and external factors on branding

	activities of a product
28/B.P3	Investigate the reasons for a selected large business to have a brand strategy
28/B.P4	Explain, using examples, the branding of two contrasting products in a selected large business
28/C.P5	Explain the challenges of managing an existing brand for a product
28/C.P6	Investigate an existing brand for a product using a brand audit

Sources of information to support you with this Assignment	**Websites** **www.cim.co.uk** The Chartered Institute of Marketing (CIM) website has a wide range of content and materials include articles and blogs. **www.designcouncil.org.uk/news-opinion/power-branding** The Design Council produces guides e.g. on the subject of branding. This includes what it is, how it works and how a business can use it to help improve its business or the perception of its service. **www.thedrum.com/topics/branding** The Drum is a global media platform and marketing website that shares the latest industry news from around the globe.
Other assessment materials attached to this Assignment Brief	None

Notes to the assessor *(to be removed before distribution to learners):*

Approach to teaching and learning to support learners to *'get it right first time'*	Pearson expects that before the assignment brief is distributed to learners they should have already: ● attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assignment ● received feedback on how they performed including what they did well and how they can further improve including both the quality of their work and the way they went about their work. It would be most beneficial for learners to explore the individual elements of the assignments task before attempting to put them all together in a mock assessment. This will help learners to do their best first time and reduce the likelihood of learners needing to do a resubmission.
The scenario	The 'scenario' can be adapted to any situation that would allow the learner to carry out research on branding its impact on a large business which should be chosen by the learner, rather than teacher led. The assignment provides a realistic vocational context for the learning aim. It would not be good practice to artificially force this assignment into a 'vocational role' that is either: a) not realistic to the level of the learner/qualification b) not directly relevant to the qualification.
The task	The task set is holistic and allows the learner to be assessed against what is a continuum of effectiveness. Therefore, learners should not be

	asked to complete separate tasks for each criterion. Evidence submitted must be produced by the individual learner, and **not** as a contribution as part of a team. This means that although the learners may carry out research into brands with other learners the evidence submitted must be individual and not a team effort. Centres may adapt the task providing the requirements of the assessment is maintained and are encouraged to use the Assignment Checking Service available to centres if they do so.
Evidence checklist	For this instance, a report and brand audit with accompanying research would allow the opportunity for the learner to provide evidence for learning aims B&C. It is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). Primary and secondary research such as questionnaires, focus groups, customer satisfaction surveys, sales / revenue data, and blogs will need to be submitted to evidence that a brand audit was carried out.
Sources of information to support you with this Assignment	Sources of information should directly support the learner to complete the assignment. Sources of information are not intended to form additional teaching and learning. Centres should ensure that all teaching and learning has been completed before distributing the assignment to learners. It is advisable that a mixture of theoretical sources and sources directly contextualised to branding will give learners the best opportunity to achieve their best.
Other materials	This Authorised Assignment Brief does not include any materials to support learners. It is expected that learners produce their own evidence and the provision of templates **is not appropriate**.
Your assessment decision	You will notice that the assessment criteria form a ‘continuum of effectiveness’. Therefore, when assessing the learners work rather than assessing the achievement of each criterion separately you should start at the distinction criteria and work backwards to find the point at which the learner meets the targeted criteria.